

Stakeholder management practices and education quality: a literature review using content analysis

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ABSTRACT

Stakeholder theory and stakeholder management models' impact on the quality of education throughout the last ten years is investigated in this systematic literature review (SLR). It gives a summary of recent findings and points out areas that require more research. The preferred reporting items for systematic reviews and meta-analyses (PRISMA) technique was used in the study to search six databases, and 34 papers were chosen for review. Leximancer was used to refine the content analysis. The primary objective is to investigate the relationship between excellent education and efficient stakeholder management. With a detailed literature analysis identifying major themes and prospects for additional research on partnerships and stakeholder views in education, the study underlines the growing acknowledgement of the impact of stakeholder involvement on educational outcomes. Future studies on this subject could significantly raise the standard, effectiveness, and sustainability of global education. Future research could be improved by broadening the search parameters, promoting interdisciplinary work, and stressing stakeholder involvement, despite some constraints including inconsistent methodology and geographic bias.

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1. INTRODUCTION

Stakeholder theory and stakeholder management model have grown to be significant educational frameworks that significantly affect educational quality. In the last ten years, there has been a paradigm change in education towards more inclusive and participatory methods [1], [2]. This change recognizes education stakeholders as essential partners in achieving educational goals. This change emphasizes how crucial stakeholder theory and models of stakeholder management are [3].

Stakeholder theory and stakeholder management models are significant in the field of education because of their ability to solve the complicated problems that schools face. According to Hickman and Akdere [4], these difficulties include providing inclusive and equal access to education, improving the teaching and learning process, developing welcoming and supportive learning environments, and fostering accountability, transparency, and governance within the educational system [5]. Educational institutions can effectively handle these difficulties by exploiting the diverse perspectives, resources, and expertise that stakeholders bring to the table by implementing a stakeholder-centered strategy [6]. Stakeholder viewpoints are essential in forming this enlarged idea of excellence in education because they

provide insights into the diverse hopes, desires, and worries of diverse stakeholder groups. These insights then inform the design and delivery of educational programs and services [7], [8]. A conceptual framework that exceeds traditional organizational frameworks and encourages a culture of shared responsibility, group decision-making, and continuous improvement within educational institutions is provided by stakeholder theory and stakeholder management models [9]. Educational institutions can increase their resilience and sustainability by involving stakeholders as active partners in the learning process. This allows them to co-create innovative solutions, foster synergies, and better adapt to dynamic external forces [10].

The purpose of this systematic literature review (SLR) is to evaluate how stakeholder management practice affects the quality of education over the past decade and explore ways stakeholders contribute to this improvement. The research questions are: i) what is the impact stakeholder theory and stakeholder management on the education quality? and ii) what are the further research directions of the impact of stakeholder management practice on the education quality?

In keeping with the study's goal, a SLR is conducted using the preferred reporting items for systematic reviews and meta-analyses (PRISMA) technique [11]. It looks at articles on the impact of stakeholder management and stakeholder theory practice on the quality of education. This work has two contributions. It starts by offering a comprehensive review of the research about the effects of stakeholder theory and the stakeholder management model on the quality of education. Second, it examines several recommended directions for more research in this area of growing study.

2. METHOD

In this study, we conduct our own SLR according to the standards suggested by Keele [12]. Three main components comprise the broad processes of the SLR technique: planning the review, conducting out the review, and reporting the review.

2.1. Preparing and conducting the review

The methodology used for the literature search was based on the following rules. First, because of their well-known academic rigour and societal value, the online databases Scopus, WoS, Taylor and Francis, Wiley, and ScienceDirect were chosen as the key sources for the literature. You might also find the Google Scholar database useful. Second, it was crucial to explain how stakeholder management models and stakeholder theory developed in connection to educational quality. The terms “education quality” and “stakeholder management” were utilised in the literature search to locate pertinent studies. Thirdly, a set of inclusion and exclusion criteria was developed to ensure that only the finest papers were included in this analysis. The search's inclusion and exclusion criteria are shown in Table 1. Table 2 displays the initial screening result that was obtained from the databases.

Table 1. Inclusion and exclusion criteria

Criterion	Inclusion	Exclusion
Topic, keywords, abstract	Stakeholder management and education quality	
Population	Education-related	Non-education
Date	≥2014.1-2024.4	<2014
Data collection source	Both original and secondary research were considered	
Language	English	Other languages
Publication type	Peer-reviewed journal, bookchapter, conference papers, dissertations	Preprints, grey literature, and editorials
Access status	Open access content	

Note: To make it easier the collecting of papers focussing on the impact of stakeholder theory and stakeholder management model on education quality during the past ten years, the “data” inclusion criteria were set to ≥2014.1-2024.4.

Table 2. The results of the search depending on various keywords

	Scopus	Web of Science	Taylor and Francis	Wiley	ScienceDirect
Search keywords	Article title, Abstract, Keywords (“stakeholder management & education quality”)	Abstract (“stakeholder management & education quality”)			Title, abstract or author-specified keywords (“stakeholder management & education quality”)
Amount	1380	428	40	27	64
Total	1939				

Merging the five databases yielded 1,939 articles, and 8 articles were manually searched in Google Scholar. We conducted a preliminary screening and quality assessment of the papers found during a

preliminary search, according to the PRISMA statement [11]. Screening for the keyword “education quality” in the abstracts yielded 145 articles. The keywords “stakeholder” or “management” were then filtered to obtain 53 articles. Subsequently, 34 publications were found after duplicates were eliminated, which we then looked over in order to highlight significant discoveries and suggest topics for more study. The number of articles that were discovered through the search, evaluated, and included in the content analysis is shown in the PRISMA flow diagram in Figure 1.

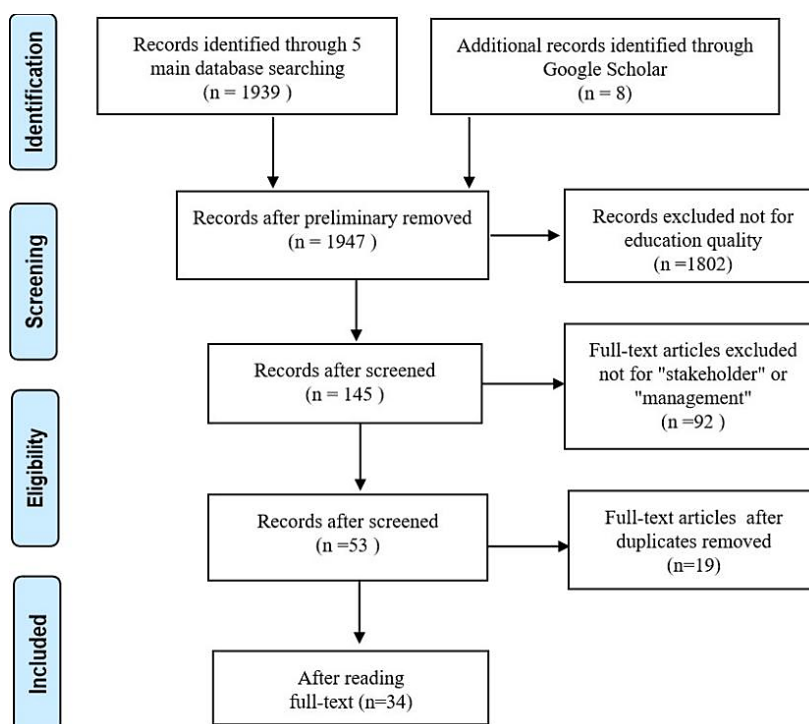


Figure 1. Papers selected for the PRISMA flow diagram

2.2. Analysis and reporting the review

Although it can be difficult to modify the analytic procedure to fit the material and research goals, delving deeply into the data can reveal plenty of interesting facts that would otherwise go unexplored [13]. Since there is little information currently accessible on our topic of interest [14], we employed qualitative content analysis to characterize the phenomenon we were studying.

We started by looking at the journals that these papers appeared in as well as the annual publishing trends. After that, we carried out a content analysis that made use of the comprehensive data processing powers of Leximancer, an automated text analysis software program, as well as the meticulous, nuanced approach of a human researcher. Leximancer was selected due to its capacity to manage substantial text quantities and its sophisticated Bayesian learning methodology, which classifies text into several groups and connections [15]. Leximancer may create “concept maps” with this technique, which are visual aids that show the relationships between various concepts [16]. These maps make it easier to comprehend the text in its entirety by grouping concepts into topics according to their semantic similarity. First, all word files were changed to text files, and any unnecessary content—such as chapter headings, table titles, captions, and references to publications, authors, and affiliations—was eliminated in order to maximize the analysis. This preliminary stage guaranteed that Leximancer could concentrate only on pertinent content. We discovered important ideas and themes by using Leximancer to analyse the processed text files. These were then further investigated and analyzed from a research standpoint. The sections that follow display the results of the content analysis.

3. RESULTS

3.1. Field development based on numbers

A total of 34 works were classified as the result of the literature search results. An annual analysis shows that the most articles were released in 2020 as shown in Figure 2. A number of converging variables

The papers faced further review to find the journals in which they had been published over time. As Figure 3 shows, articles were published in 32 journals, most of which were in quality in Higher Education and Journal of Service Theory and Practice. These publications are dedicated to publishing research on ways for improving quality of education that are in line with stakeholder-focused methodologies. Their acceptance of multidisciplinary viewpoints from disciplines such as political science, sociology, and management makes it easier to comprehend how stakeholders affect the calibre of education. Publications in these journals also attract policymakers and educators who are looking for useful information to improve policy choices and practices in education, which promotes a worldwide conversation on raising the standard of higher education.

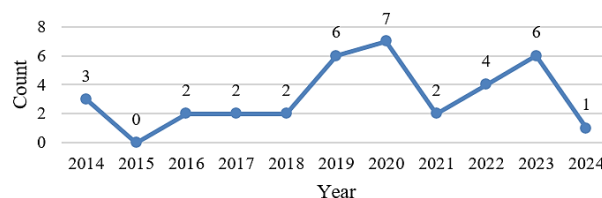


Figure 2. Number of papers per year

Journal	2014	2015	2016	2017	2018	2019	2020	2021	2022	2023	2024
Total quality management & business excellence	1										
Tertiary Education and Management	1										
Qualitative Research in Education			1								
Journal of Service Theory and Practice			1		1						
Quality in Higher Education					1					1	
Journal of Management Development					1						
In The Proceedings of the International Scientific Conference REEP						1					
Quality Innovation Prosperity							1				
Journal of Physics: Conference Series							1				
Journal of the Knowledge Economy							1				
Journal of Education, Technologies							1				
Quality Assurance in Education							1				
Jurnal Cakrawala Pendidikan							1				
SAGE Open								1			
Journal of Praxis in Higher Education								1			
An exploratory literature review								1			
Tehnički Glasnik								1			
Journal of Information Systems Engineering and Management								1			
Industry and Higher Education								1			
International Journal of Sciences								1			
Education Sciences									1		
Management of Environmental Quality: An International Journal									1		
Vietnam Journal of Education										1	
Frontiers in Psychology										1	
Journal of System and Management Sciences, 12(2), 21–51										1	
TED EĞİTİM VE BİLİM										1	
European Journal of Contemporary Education											1
Frontiers in Built Environment											1
Journal of Technical Education and Training											1
Corporate Governance and Organizational Behavior Review											1
The Qualitative Report											1
Data in Brief											
	2014	2015	2016	2017	2018	2019	2020	2021	2022	2023	2024

Figure 3. Number of publications per year and journal

Eight papers were classified as theoretical, nine as qualitative, eleven as quantitative, and six as mixed approaches, according to Figure 4. Table 3 (see in Appendix) displays all of the included studies along with the methodological categories assigned to them and the claimed methodologies of the authors [7], [22]–[54]. The distribution of research demonstrates a variation of methods intended to provide a thorough understanding of the subject. With a focus on both theoretical foundations and practical strategies for improving educational quality, this methodological variety provides an in-depth study of stakeholder dynamics in education. The study's methodological diversity is indicative of the various requirements and viewpoints that exist within the field of stakeholder theory research. This diversity enables scholars to investigate both basic ideas and real-world applications, offering a thorough grasp of how stakeholder dynamics affect the education quality. Increased awareness of stakeholder roles [55], the effects of worldwide problems like the COVID-19 pandemic [56], technological advancements in research [57], alignment with educational policies [58], and interdisciplinary collaboration [59] are factors that shape the prevalence of certain methodologies in the practice of stakeholder management model. The selection and popularity of techniques in the area are influenced by these criteria taken together.

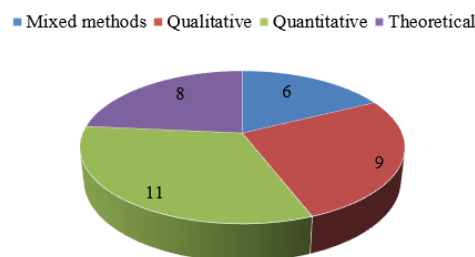


Figure 4. Distribution of articles by method

Subsequent investigation revealed that eight papers, the most of which were theoretical studies, lacked the study's nation and location. With respect to the other 26 studies, the majority of the research was conducted in Asian countries (10), followed by Europe and Africa (8 and 6 respectively). Furthermore, research conducted in each of Europe, Asia, and North America 1 as shown in Figure 5. This distribution can be the result of multiple significant factors. Research on stakeholder theory in raising educational quality has been concentrated in the Asian region due to the region's notable growth and transformation in educational development and change. Studies conducted in Europe and Africa demonstrate the areas' ongoing commitment to raising educational standards. These variations in geographic distribution are a reflection of regional variations in research and education policy as well as the general acceptance of the relevance and power of stakeholder theory globally.

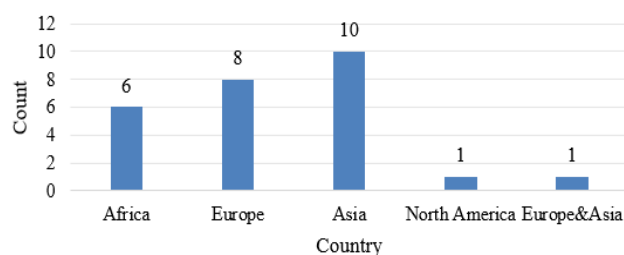


Figure 5. The number of the study country

3.2. Theme analysis results

After using Leximancer for analysing 34 publications, we discovered 15 themes with the configuration (theme size 30%; concepts 100%; rotation 0°) as shown in Figure 6. The analysis identified the following themes: “quality”, “study”, “management”, “learning”, “system”, “students”, “research”, “evaluation”, “process”, “Heis”, “change”, “used”, “service”, “policy”, and “participants”. Based on the quantity of matches discovered in the text analysis, the topics are arranged in descending order as shown in Table 4.

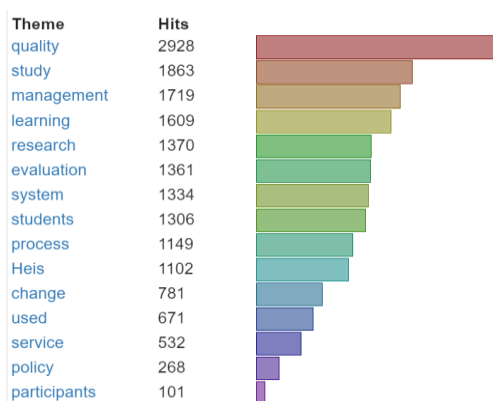


Figure 6. Themes have been identified

Table 4. Concepts as part of the themes

Theme	Hits	Connectivity	Concepts
Quality	2928	46842	Quality, higher, education, institutions, stakeholders, external, internal, stakeholder, different, institution, terms, factors, practices
Study	1863	18392	Study, development, academic, educational, activities, teachers, focus, key, provide, schools, including, social, further
Management	1719	13969	Management, processes, approach, systems, environment, context, need, accreditation, public
Learning	1609	13143	Learning, teaching, staff, student, level, use, curriculum, survey
System	1334	10463	System, based, work, support, related, improve, case, order, training
Students	1306	9605	Students, knowledge, skills, graduates, practice, example, time
Research	1370	9111	Research, important, university, universities, services, issues, number
Evaluation	1361	8671	Evaluation, results, information, using, program, design, following
Process	1149	8043	Process, improvement, implementation, model, resources, developed
Heis	1102	7451	Heis, standards, institutional, various, importance, role
Change	781	5099	Change, performance, business, literature, organizational, organization
Used	671	3468	Used, faculty, experience, items
Service	532	3001	Service, studies, value, countries
Policy	268	1970	Policy, adoption, environmental
Participants	101	418	Participants

Furthermore, with Leximancer's help, we were able to produce a "concept map" as Figure 7 showed. The concepts (written in black lettering within the coloured circles that indicate the themes) and the themes themselves comprise the concept map. Size (the larger the topic, the more thoughts were incorporated into it) and colour (as a "heat map": the brighter the theme, the more frequently it appeared in the text under investigation) are two ways that themes are significant [15], [16]. The concept map also shows themes that cross over, like "development" and "standards" in our example; concepts shared by two themes, like "improvements" and the relationships that uphold the relationships between the themes, like "factors", "management", "public", and "quality" in our example (Figure 7(a)).

We named the first cluster "student development", and it includes the themes "experience", "curriculum", "development", and "students". A green dotted line indicates the location of this cluster. The "quality", "management", "Heis", "standards", "role", and "service" themes make up the second cluster, which we called "quality management". This cluster is denoted by a red dotted line. The "study", "research", "data", "analysis", "Figure", and "use" themes make up the third cluster, which we called "research". There is an orange dotted line to indicate this cluster. A light green dotted line connecting the fourth cluster which we called "policy" to the "research" cluster follows the "value" theme.

The other two or three groups are conceptually related to each other. First cluster "student development" is linked to second cluster "quality management" by the topic "standards" intersection; third cluster "research" is linked to third themes "use" and "study" intersection. The concept "key" connects the second cluster, "quality management", to the third cluster, "research", while the themes "use" and "study" connect the fourth cluster, "policy". The topic of "value" intersects with the third cluster "research" to link the fourth cluster "policy" to it.

More specifically, the concept "quality" connects the concept "improvement" to the word "university" in the second cluster. This relationship makes sense in the following ways: "university" in order to achieve "improvement" through "quality". The concept of "quality" is linked to the concept of

“management” through the concept of “factors” in the second cluster. These links demonstrate how “management factors” have an impact on “quality improvement” at the “university”. Looking at things more broadly, we can also see that “management” is crucial to “improvement” in education (Figure 7(b)).

Through the theme of “improvement”, the first cluster, “student development”, and the second cluster, “quality management”, are linked. It is possible to observe from Figure 7(a) that there are few relationships between these two groupings. It is imperative to underscore that the first cluster includes teacher and student stakeholders in order to impact the “improvement” of “quality management”. Therefore, it is not surprising that these results confirm earlier findings that indicate there is still need for multidisciplinary research on how teachers and students affect education quality.

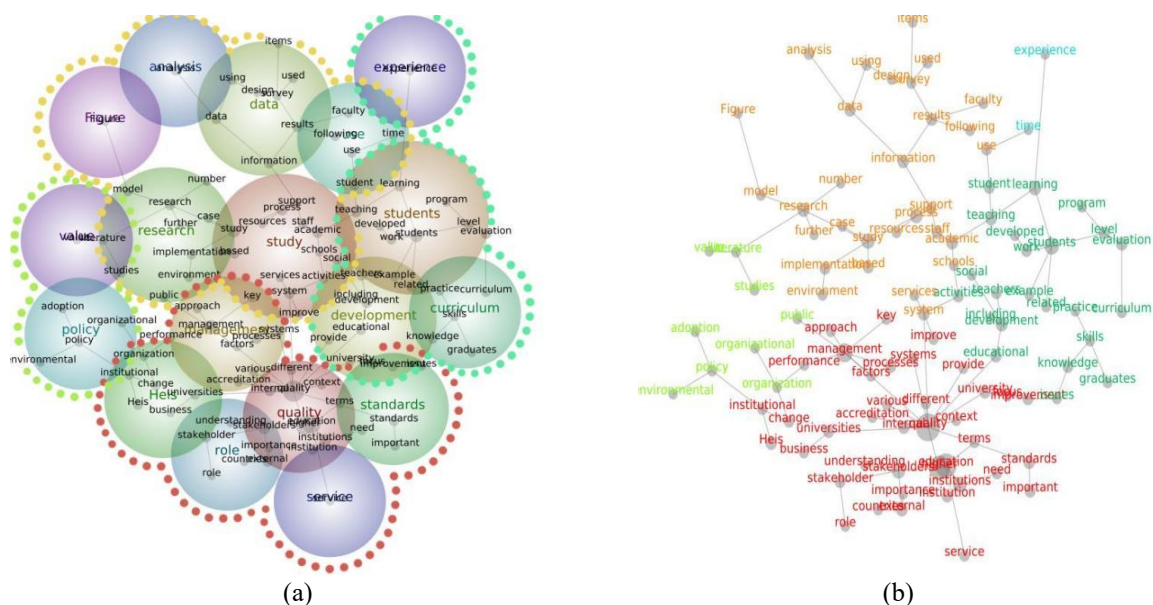


Figure 7. Concept map from Leximancer, (a) group cluster map and (b) bundle cluster map

3.3. Results of content analysis

The concept map has yielded significant understandings on the relationship between stakeholder management and high-quality education. Additionally, it has evolved into a helpful paradigm for comprehending the operational dynamics of educational institutions, especially with regard to organizational governance, curriculum development, and policy making. After a careful analysis and assessment of recent relevant developments, as indicated in Table 5, these research that were taken from a variety of academic publications attempted to extract complex insights [7], [22]–[54]. They paid close attention to the following areas.

Table 5. Important development in studies

Key development	References
Frameworks and quality assurance (6)	Roskosa and Stukalina [28]; Santos and Abreu [33]; Shams and Belyaeva [32]; Kondić <i>et al.</i> [39]; Sulartopo <i>et al.</i> [46]; and Snyder <i>et al.</i> [52].
Total quality management (TQM) (4)	Shams [27]; Oluwafemi and Laseinde [31]; Rais <i>et al.</i> [43]; and Zien <i>et al.</i> [54].
Employability and skills development (4)	Duarte <i>et al.</i> [22]; Nwajiuba <i>et al.</i> [41]; Bloch <i>et al.</i> [48]; Papanai and Poolkrajang [50].
Consensus building and internationalization (4)	Lyytinen <i>et al.</i> [26]; Simangunsong [35]; Xanthopoulou [42]; Yildirim and Yenipinar [47].
Stakeholder contributions and communication (7)	Njie and Asimiran [24]; Karlsson <i>et al.</i> [23]; Shurair and Pokharel [34]; Ndou <i>et al.</i> [44]; Nguyen [7]; Pan <i>et al.</i> [45]; and Ramasimu [51].
Quality management models and trends (5)	Tari and Dick [25]; Gulden <i>et al.</i> [38]; Ndou and Aigbavboa [49]; Vnoučková <i>et al.</i> [29]; and Nkata and Dida [40].
Quality management system and standards (3)	Africano <i>et al.</i> [30]; Ta and Nguyen [53]; and Al-Amri <i>et al.</i> [36].
Curriculum development and quality work (1)	Fagrell <i>et al.</i> [37].

The impact of stakeholder theory on education quality is highlighted in several dimensions by the research summarized in Table 5. All these studies show that governance structures, curriculum frameworks,

and policy development procedures in educational institutions are significantly impacted by stakeholder management. They offer a thorough grasp of the ways in which strategic stakeholder engagement can improve the general efficacy and quality of educational practices.

4. DISCUSSION

Stakeholder theory and stakeholder management model provide a variety of methods to assessing and improving educational performance and quality. This comprehensive understanding results in improved strategies and measurements for quality assurance. We also suggest future directions for this work.

4.1. Future research directions

Stakeholder theory's impact on education quality during the past ten years has demonstrated the value of its broad methodology. Future study directions are suggested based on the decade-long body of work that highlights the relevance of stakeholder theory practice and stakeholder management model in several contexts in Table 6 [60]–[71].

The development of theories, empirical validation, long-term assessment, and adaptation to new trends are the cycles that link these study directions. A thorough grasp of stakeholder theory in education is facilitated by the way each approach expands upon the ideas presented in the others. The foundation for empirical research, which puts ideas to the test in actual situations, is the in-depth analysis of theories. The practical consequences are highlighted and theoretical models are improved by the empirical findings. For longitudinal research, trends and patterns that are crucial can be found in empirical data. The impact and long-term validity of the empirical findings are then evaluated by these investigations. In order to better understand present and upcoming trends, including sustainability, longitudinal research offers a historical perspective. Research on emerging trends assesses how successfully institutions adjust to shifting settings by utilizing longitudinal data. Through pursuing these study methods, academics can enhance our comprehension of stakeholder theory and its practical implementations in enhancing the quality and efficiency of educational institutions worldwide.

Table 6. Research directions

Categories examples	Themes examples	Research directions	References examples
In-depth study of stakeholder and relevant theories	Digital stakeholder engagement	Examine how digital tools and platforms can improve stakeholder participation and communication, as well as how they affect the quality of education.	Walsh <i>et al.</i> [60]
	Innovative technologies and methodologies	Create and implement novel techniques that make use of data analytics and qualitative methods to investigate stakeholder dynamics and their impact on the quality of education.	Brunetti <i>et al.</i> [61]
	Integration of quality models	Examine the ways in which stakeholder theory and various quality management models such as TQM and ISO standards intersect to enhance the calibre of education.	Sweis <i>et al.</i> [62]
Empirical research, such as stakeholder perspectives and engagement, policy and governance	Diverse stakeholder groups	Analyse the perspectives of various stakeholders (parents, teachers, students, and community members) regarding the quality of education and their respective contributions to it.	Seyfried and Pohlenz [63]
	Expectations and satisfaction	Examine the expectations, levels of satisfaction, and correlation between stakeholder expectations and educational outcomes.	Tsiligiris and Hill [64]
	Influence and power dynamics	Examine the relationships of power among interested parties and how they affect the quality of education and decision-making processes.	Falqueto <i>et al.</i> [9]
	Policy influence	Examine the ways in which governance structures and policy-making processes in education are influenced by stakeholder theory.	Kok <i>et al.</i> [65]
Longitudinal and comparative studies	Long-term impact	Conduct longitudinal study to assess the long-term effects of stakeholder management initiatives on the quality of education.	Chan [66]
		To assess the worth and long-term consequences of stakeholder management programs on the interdisciplinary field.	Boone <i>et al.</i> [67]
	Equity, inclusion, and social impact	To examine the ways to foster equity, inclusion, and social impact, can be supported by stakeholder theory.	Su <i>et al.</i> [68]
	Adaptation to changing environments	To analyse how educational establishments modify their stakeholder management plans in reaction to changing laws and regulations.	Penuel <i>et al.</i> [69]
	Cross-contextual comparisons	Examine the efficacy of stakeholder management strategies in diverse educational environments, such as public versus private institutions and different nations or regions.	Gupta <i>et al.</i> [70]
Emerging trends and sustainability	Sustainability and resilience	Examine the ways that institutional resilience in times of crisis and sustainable educational practices can be enhanced by the application of stakeholder theory.	Shulla <i>et al.</i> [71]

4.2. Limitations of the research

There exist several limitations to this study. Its literature review may have overlooked more comprehensive theories of education in favour of works that are specifically connected to stakeholder theory. Geographically, it concentrated on Asian nations, sometimes disregarding viewpoints from other areas. Methodologically, there could not be as many original discoveries if non-English articles and grey literature are excluded. The selection of highly referenced, peer-reviewed sources may have resulted in the neglect of novel or developing viewpoints. Furthermore, although while the study discusses issues like partnerships and stakeholder participation, it might not consider multidisciplinary perspectives from sociology, economics, or political science sufficiently. Lastly, one should use caution when extrapolating research findings to other educational contexts as they may not be universally applicable. These challenges could strengthen the research's robustness and lead to a deeper comprehension of the ways in which stakeholder theory influences the quality of education.

5. CONCLUSION

In addition to proposing future research possibilities in this crucial area, this systematic literature analysis provides light on the broad implications of stakeholder theory practice and stakeholder management model for education quality. Several important findings were obtained from this research using the PRISMA methodology and content analysis using Leximancer.

First of all, the study shows that there is growing recognition of the crucial role that stakeholder engagement plays in determining educational results. A thorough evaluation of pertinent literature was assured by nuanced selection criteria, which also highlighted a strong body of research. Furthermore, the results of our analysis identified specific themes related to partnerships, stakeholder engagement initiatives, and the influence of stakeholder perspectives on educational quality. These topics cleared the path for further study while also deepening our understanding. Prospective directions for future study encompass long-term analyses of the consequences of continuous stakeholder involvement as well as the use of technology to enhance communication and collaboration among stakeholders. Furthermore, our study has shown that it is necessary to investigate how stakeholder perspectives affect the formulation and application of policy. In addition, stakeholder theory and concepts like innovation, sustainability, risk management, and quality control provide an ideal foundation for innovative research and practical applications.

In summary, future research can significantly improve the quality, efficacy, and sustainability of education on a global scale by delving deeper into the relationship between stakeholder theory or stakeholder management model and education quality and embracing new trends and technologies. For learners all over the world to receive an inclusive and life-changing educational experience, this path of innovation and discovery is still essential.

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C : Conceptualization

M : Methodology

So : Software

Va : Validation

Fo : Formal analysis

I : Investigation

R : Resources

D : Data Curation

O : Writing - Original Draft

E : Writing - Review & Editing

Vi : Visualization

Su : Supervision

P : Project administration

Fu : Funding acquisition

CONFLICT OF INTEREST STATEMENT

The authors declare no conflicts of interest.

INFORMED CONSENT

Informed consent was not necessary because the secondary data used in this study is publically available.

ETHICAL APPROVAL

This study was exempt from human subjects' clearance since it was a review of studies using secondary data that was made publically available.

DATA AVAILABILITY

Data availability is not applicable to this paper as no new data were created or analyzed in this study.

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APPENDIX

Table 3. List of studies review

Authors	Year	Title	Journal	Country	Study design
Duarte <i>et al.</i> [22]	2014	"Identifying at-risk students in higher education"	Total quality management and business excellence	Portugal, Europe	Mixed methods
Karlsson <i>et al.</i> [23]	2014	"Not just another evaluation: a comparative study of four educational quality projects at Swedish universities"	Tertiary Education and Management	Swedish, Europe	Qualitative
Njie and Asimiran [24]	2016	"A construal of the understanding level of quality assurance by internal stakeholders in two Malaysian Universities"	Qualitative Research in Education	Malaysia, Asia	Qualitative
Tari and Dick [25]	2016	"Trends in quality management research in higher education institutions"	Journal of Service Theory and Practice		Theoretical
Lyytinen <i>et al.</i> [26]	2017	"Scenarios of quality assurance of stakeholder relationships in Finnish higher education institutions"	Quality in Higher education	Finnish, Europe	Qualitative
Shams [27]	2017	"Transnational education and total quality management: a stakeholder-centred model"	Journal of management development		Theoretical
Roskosa and Stukalina [28]	2018	"Management of a study programme in the context of quality assurance in higher education"	In The Proceedings of the International Scientific Conference Rural Environment	Europe	Mixed methods
Vnoučková <i>et al.</i> [29]	2018	"Internal quality process management evaluation in higher education by students"	DANUBE	Czech, Europe	Quantitative

Table 3. List of studies review (continue)

Authors	Year	Title	Journal	Country	Study design
Africano <i>et al.</i> [30]	2019	"The main benefits of the implementation of the quality management system in higher education institutions in Angola"	Quality Innovation Prosperity	Angolan, Africa	Quantitative
Oluwafemi and Laseinde [31]	2019	"Adoption of total quality management in the educational sector: case study of engineering institutions"	In Journal of Physics: Conference Series		Theoretical
Shams and Belyaeva [32]	2019	"Quality assurance driving factors as antecedents of knowledge management: a stakeholder-focussed perspective in higher education"	Journal of the Knowledge Economy		Theoretical
Santos and Abreu [33]	2019	"A study on the feasibility of implementing a quality management system, based on the European for quality management (EFQM) model in a school of engineering"	Millenium-Journal of Education, Technologies, and Health		Theoretical
Shurair and Pokharel [34]	2019	"Stakeholder's perception of service quality: a case in Qatar"	Quality Assurance in Education	Qatar, Asia	Quantitative
Simangunsong [35]	2019	"Factors determining the quality management of higher education: a case study at a business school in Indonesia"	Jurnal Cakrawala Pendidikan	Indonesia, Asia	Quantitative
Al-Amri <i>et al.</i> [36]	2020	"Optimal standards to measure the quality of higher education institutions in Oman: stakeholders' perception"	Sage Open	Oman, Asia	Qualitative
Fagrell <i>et al.</i> [37]	2020	"Curriculum development and quality work in higher education in Sweden: The external stakeholder perspective"	Journal of Praxis in Higher Education	Sweden, Europe	Qualitative
Gulden <i>et al.</i> [38]	2020	"Quality management of higher education: innovation approach from perspectives of institutionalism. An exploratory literature review"	An exploratory literature review		Theoretical
Kondić <i>et al.</i> [39]	2020	"Risk management in the higher education quality insurance system"	Tehnički Glasnik		Theoretical
Nkata and Dida [40]	2020	"A framework for implementing an education management information system in tanzanian secondary schools to improve delivery of quality education and students' academic achievement"	Journal of Information Systems Engineering and Management	Arusha, Africa	Mixed methods
Nwajiuba <i>et al.</i> [41]	2020	"What can be done to improve higher education quality and graduate employability in Nigeria? A stakeholder approach"	Industry and Higher Education	Nigeria, Africa	Qualitative
Xanthopoulou [42]	2020	"Theoretical approach and analysis of stakeholders' impact on quality processes in higher education-the case of Greek universities"	International journal of sciences	Greek, Europe	Mixed methods
Rais <i>et al.</i> [43]	2021	"Employing industrial quality management systems for quality assurance in outcome-based engineering education: a review"	Education Sciences		Theoretical
Ndou <i>et al.</i> [44]	2021	"Exploring stakeholder roles in the management of indoor environmental quality of higher education institutes in South Africa"	Management of Environmental Quality: An International Journal	South Africa	Quantitative
Nguyen [7]	2022	"Conceptions of quality of pre-service teacher education from stakeholder perspectives: a case study of a Vietnamese university"	Vietnam Journal of Education	Vietnam, Asia	Qualitative
Pan <i>et al.</i> [45]	2022	"The Chinese university stakeholder satisfaction survey: developing a customer-centered self-assessment tool for higher education quality management"	Frontiers in Psychology	China, Asia	Quantitative

Table 3. List of studies review (continue)

Authors	Year	Title	Journal	Country	Study design
Sulartopo <i>et al.</i> [46]	2022	“Organizational memory system model for higher education internal quality assurance”	Journal of System and Management Sciences	Indonesia, Asia	Mixed methods
Yildirim and Yenipinar [47]	2022	“Compliance with international quality standards: evaluation of turkish higher education institutions in terms of management dimensions”	Egitim Ve Bilim-Education and Science	Turkey, EuropeandAsia	Qualitative
Bloch <i>et al.</i> [48]	2023	“Quality work in higher education: a multi-stakeholder study”	Quality in Higher Education	Denmark, Europe	Mixed methods
Ndou and Aigbavboa [49]	2023	“Exploring environmental policy adoption enablers for indoor air quality management in higher educational institutions in South Africa”	Frontiers in Built Environment	South Africa	Quantitative
Papanai and Poolkrajang [50]	2023	“The high vocational innovation scholarship program: a TVET curriculum continuous quality improvement using feedback from stakeholders”	Journal of Technical Education and Training	Thailand, Asia	Quantitative
Ramasimu [51]	2023	“Innovative stakeholder engagement in rural secondary school: The impact on the learners’ performance and the education quality”	Corporate Governance and Organizational Behavior Review	South Africa	Quantitative
Snyder <i>et al.</i> [52]	2023	“Design and implementation of 360-degree video vignettes in immersive virtual reality: a quality management in higher education case”	The Qualitative Report	USA, North America	Qualitative
Ta and Nguyen [53]	2023	“Management information system and quality assurance”	European Journal of Contemporary Education	Vietnam, Asia	Quantitative
Zien <i>et al.</i> [54]	2024	“Unveiling insights: a dataset analysis of Islamic quality management systems in educational institutions toward SDG-aligned education”	Data in Brief	Malaysia, Asia	Quantitative

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